DOCUMENT RESUME

ED 066 616 VT 016 572

AUTHOR	Worthington, Robert M.
TITLE	New Thrusts in Adult Education.
PUB DATE	5 Nov 71
NOTE	10p.; Presentation before the Joint National Conference of the Adult Education Assoc/U.S.A. and the National Assoc. of Public Continuing Educators (Los Angeles, California, November 5, 1971)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Education; *Career Education; *Educational Opportunities; Services; Speeches; *Vocational Development
IDENTIFIERS	*Federal Agencies

ABSTRACT

The Associate Commissioner of the Bureau of Adult, Vocational, and Technical Education is responsible for two broad and important programs, career education and broader and better services in adult education. Career education is a lifelong educational process beginning in kindergarten and extending through adult and continuing education. Career adult education is concerned with the personal development and enrichment of the adult citizen as he faces the challenges of family life, community problem solving, and expanding leisure time. In terms of providing broader and better services in adult education, several goals have been identified. Some of these include: (1) establishing the National Adult Education Staff Development Program, (2) completion of Adult Performance Levels as standards of achievement based on relevant adult learning objectives in the areas of reading, writing, computation, and general knowledge variables, (3) a minimum of one full-time adult education coordinator in every community of 5,000 or more citizens, (4) developing adult curriculums and learning strategies, and (5) systematic assessment of the 1980's and a determination of an adult's responsibilities to react to and control that environment. (SB)

ED 066616

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

NEW THRUSTS IN ADULT EDUCATION*

BY DR. ROBERT M. WORTHINGTON
Associate Commissioner
Bureau of Adult, Vocational, and Technical Education
U.S. Office of Education

VT016572

*Delivered by Dr. Worthington before the joint national conference of the Adult education Association/U.S.A. and the National Association of Public Continuing Educators at Los Angeles, Calif., November 5, 1971

Ever since being officially designated as Associate Commissioner of Education for the Bureau of Adult, Vocational, and Technical Education last August 5th, I have been looking forward to this opportunity to meet with you. I consider the State Directors of Adult Education and the Executives of the two National Adult Education Associations to be the nucleus of the Adult Education leadership in this country. I am greatful to you for this opportunity to appear on your program and especially for the adjustments in the schedules of the two Boards of Directors in order that we might meet at this time.

As you know, I am a new comer on the Federal scene. Paul Delker, Director of my Bureau's Division of Adult Education Programs, has comforted me on several occasions that a new comer such as I is generally extended the privilege given to a new President, namely that of being free of serious evaluation and criticism for the first 100 days. Paul also reminded me this morning that this is my 93rd day on the job. I think he was trying to tell me that it is later than I think.

Ninety three days is not very long, but I would like to review with you some of the actions that I have taken since my appointment as Associate Commissioner.

Before the appointment, it was my privilege to serve as a Consultant on Adult, Vocational, and Technical Education. During that time under Commissioner of Education Sidney P. Marland, Jr., I assembled an Ad hoc Administrative Review Committee composed of 21 educators with expertise

in vocational, adult, and manpower fields. This broad-ranged committee represented labor and industry, higher education, State and local education administrators as well as the fields already mentioned. Their purpose was to review our operations and recommend how we might improve our services on the State and local educational levels. I was most pleased with the results of this hard-working Committee. In a short two days, they provided a lengthy set of recommendations which I shared with key members of my staff and with the Commissioner of Education.

After being named Associate Commissioner, one of my first acts was to call together the some 170 members of the Bureau of Adult, Vocational, and Technical Education and invite them to participate in discussion groups on 11 critical issues. Every member of my Bureau, regardless of position, participated in these discussions. Each discussion group turned in a written report and a number of individuals responded to my invitation to write to me directly. The results of these discussions were then synthesized into one report containing a number of recommendations. I should emphasize that the recommendations of the Bureau Staff were made without the benefit of knowing what the Ad hoc Administrative Review Committee had recommended.

There was a remarkable degree of convergence between the recommendations of these two groups--those from the outside and those who live with the operation everyday. The covergences of these recommendations led us to the next step in which was to established five task forces utilizing members of our organization. I would like to tell you about the scope of these five task forces.

One of these is the task force on Curriculum Management. This group is looking at a wide array of adult, vocational, and manpower curricula with a view to determining what strengths and gaps exist as we gear up for and move ahead with important efforts in career education curriculum development.

Another task force is the task force on Manpower Utilization and Organization, which has studied the functions and actual work performed within the Bureau. We are particularly interested in achieving greater inter-divisional coordination of policies and programs.

A third task force is the task force on External Staff Development. Here the effort is to take a look at the current status of professional development and preparation, viable and relevant training alternatives for the future, and, again, the possibilities for coordination among the Bureau's divisions.

Next is the task force on Data Management. Commissioner Marland I am happy to say is making the entire Office of Education increasingly sensitive to the issue of data requirements and the underlying question of data utilization. Our own task force is concerned with the management of adult, vocational, and manpower data. This is a complex area, but I want to make progress in eliminating unnecessary requirements while maximizing effective utilization.

The fifth task force is that on Program Assessment. This group will be active through next June in looking chiefly at how effectively we at the Federal level are serving the States, and how we might better serve you with respect to adult, vocational, and manpower programs. This task force is operating in the interests of all of us. I know it can count on your cooperation and thoughtful input.

Before coming to the Office of Education, I was privileged to serve as a member of the President's Advisory Council on Vocational Education. That experience convinced me of the value which this kind of group can have to furthering programs effectiveness in a designated area.

Since becoming Associate Commissioner, I have been privileged to meet with your National Advisory Council on Adult Education. The chairman, Leonard Hill, as well as each member of the Council has demonstrated his whole-hearted support and outstanding cooperation for furthering adult education in this country. You can be especially proud of your Chairman. Also, I have thoroughly enjoyed an increasingly closer working relationship with the Council's new Executive Director, a former State Director himself. Of course I am referring to Gary Eyre.

I would like to say a few words about the responsibilities of the Associate Commissioner and the Bureau of Adult, Vocational, and Technical Education. Commissioner Marland has personally designated me and the Bureau as that part of the Office of Education responsible for two broad and important programs. The first of these is career education. The second responsibility is to provide broader and better services in adult education throughout America. Only this week the Commissioner re-emphasized to me that adult education will retain its present prominent position in the Bureau and that a principle mission of the Bureau is to work with you in providing broader and better services in adult education throughout America.

Now that you have been brought up to date on my activities of the first 92 days, I would like to talk about these two key issues of career education and adult education at some length.

Career education is a system of life-long education from the cradle to the grave. The system has five levels. The first level is the level of career awareness from kindergarden through the sixth grade level. The second level is occupational information and career exploration ranging from grades seven to ten. The third level is job placement and specialized career education extending from the tenth through the twelveth or fourteenth years of schooling. The fourth level is specific occupational preparation at the post-secondary level. The fifth and final level is adult and continuing education. It trains or retrains adults who need to upgrade their skills. Career Adult Education is a lifelong educational process. It is concerned with the personal development and enrichment of the adult citizen as he faces the challenges of family life, community problem solving and expanding leisure time. In this sense, as far as we adult educators are concerned, I consider adult continuing education as a final level of career education.

Now let's turn to the issue of providing broader and better services in adult education throughout America. This mission can only be achieved by a close working relationship between you, the leaders in the field, and the Washington and Field Staff of the Bureau of Adult, Vocational, and Technical Education. Broader and better services in adult education are an obvious requirement of this decade. Everyone is for them but to be for them is not enough--we must translate this mission into specific goals which you and I can start working immediately to achieve. I wish to share with you 10 goals.

1. Establishing the National Adult Education Staff Development Program under the opportunity being provided each Region through utilization of funds available for special experimental demonstration projects and teacher training (Section 309 of Public Law 91-230), I cannot emphasize sufficiently that the key to a successful effort here is the process of planning led by the State Directors. The local needs of your communities must be accurately identified and the educational resources within your State utilized or developed to meet these needs.

2. Completion of Adult Performance Levels (APL's) as standards of achievement based on relevant adult learning objectives in the areas of reading, writing, computation, and general knowledge variables.

3. Extension and validation of the Adult Performance Levels to include all regional and ethnic differences with periodic updating of these levels to reflect changes dictated by our rapidly changing technological society.

4. Development of curriculum, methodologies, and alternative personnel training resources and models to educate every adult to the required Adult Performance Levels. These last three goals are examples of how the Section 309 experimental and demonstration funds can be used to help your program effectively meet the needs of adults.

5. Establishment of Adult Education Renewal Centers located throughout the country. These Centers will provide Adult Educators with the latest advances in their field. They will also provide a mechanism for interchanging ideas and developments with other segments of the education community.

6. A minimum of a full-time Adult Education Coordinator in every community of 5,000 or more citizens. Responsible for meeting the educational needs of all adult citizens, he will stimulate and coordinate the resources of business and industry, public and private school systems at all levels, voluntary and community service organizations.

7. Establishing broadly-based communtiy Adult Education Councils in communities of 5,000 citizens or more.

Councils will include providers and consumers of adult education services, such as representatives of:

Radio, Press, Television

Museums and Libraries

Business and Industry

Public and Private Schools

Voluntary and Community Services Organizations

General Public

The Council will assist the Adult Education Coordinator in utilizing community facilities and delivering comprehensive educational services to all adult citizens.

8. Developing adult curricula and learning strategies which will make it possible for everyone to learn that which is needed or desired at the time and in the way it can best be learned. The Learning Society of the '70's must continually arouse the curiosity of the adult in the lifelong learning process.

9. Systematic assessment of the world of the 1980s and a determination of an adult's responsibilities to react to and control that environment. This is necessary in order to identify the educational needs of the adult of today and of the future. It will provide guidelines for program and personnel development and needed legislation.

10. Redirection of financial and human resources to create in the 1980's the first Lifelong Learning Society which meets the total educational needs of its citizens.

As we work toward these goals we should be aware of a forthcoming opportunity to exchange our experiences in adult education with those that are taking place throughout the world community of adult education. In July of next year the UNESCO Third World Conference of Adult Education will be held in Tokyo, Japan. As most of you know, these conferences have been held approximately every ten years and provide and intergovernmental atmosphere for the exchange of information.

Our office, the Bureau of Adult, Vocational, and Technical Education, is actively planning the U.S. participation in this important effort and I assure you that USOE will be well represented at that World Conference.

Broader and better services in adult education required to meet the needs of our society will only be possible if our offices and yours are in close dialogue. To assure this, I am establishing a State Director's Liaison Committee composed of 12 State Directors. Every six months, six State Directors will be replaced by six others which will result in one year terms once a cycle has been completed. I am pleased to announce that the following State Directors have agreed to serve on this liaison committee.

Serving the December 1, 1971 to June 1, 1972:

James H. Fling, Florida	Rocco Gambacorta, New Jersey
James Miller, Ohio	Bill Ghan, Missouri
Marvin E. Rose, Idaho	John P. Moran, Maine

Serving December 1, 1971 to December 1, 1972:

Bob G. Allen, Texas	Jerry Nielson, Nevada
John R. Rosser, Jr., Washington, D.C.	Brent Gubler, Utah
Earl L. Hammett, Louisiana	Monroe Neff, New York

I am also asking Dr. Alfred Storey and Dr. Frank Commander, the presidents of AEA and NAPCAE, respectively, and the respective executive directors of these two organizations, Charles B. Wood and James R. Dorland, to serve as ex-officio members. Serving with them in the same capacity will be Dr. Leonard Hill, Chairman of the National Advisory Council on Adult Education and Gary Eyre, the Council's Executive Director.

The first meeting of the Adult Education Liaison Committee will be held during the middle of next month. I wish to extend my thanks to these 18 gentlemen who have agreed to work with me on your behalf as we move ahead in providing better and broader services to adult education throughout America.

###